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ABSTRACT

The DATAWave is a bi-weekly publication that is designed to inform the campus community and broader constituencies on assessment issues and practices at Eastern New Mexico University (ENMU). The first issue of this fourth volume covers survey results about the effectiveness of the ENMU Assessment Resource Office (ARO) and presents a fall preview of ARO activities. Issues two and three report findings from the Cooperative Institute Research Project, a survey administered to freshmen at 641 colleges. In issue two, survey results about attitudes, behaviors, and goals for 425 first time ENMU freshmen are reported, and in issue three the focus is on faculty results. At ENMU 96 full-time undergraduate faculty responded as part of the more than 33,986 faculty members nationwide. Issue four reports that results of a survey of employers asked to rate ENMU students indicate that employers generally found ENMU graduates well-prepared. Issue five presents results from the Student Satisfaction Survey, which documents a high degree of student dissatisfaction with many aspects of university life. Issue six contains an update on Outcomes Assessment Activities, Assessment of the Eastern Mission, an Outcomes Assessment Matrix, and a list of the recipients of the fall 1996 Outcomes Assessment Grant awards. Issue seven reports results from the 1992 and 1996 Diversity Survey. (Contains 5 tables and 19 figures.) (SLD)

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Volume 4, No. ——— Published by Assessment Resource Office, Eastern New Mexico University

ED 406 416

ABSTRACT

The DATAWave is a bi-weekly publication of the Assessment Resource Office (ARO) at Eastern New Mexico University (ENMU). Its purpose is to inform the campus community and broader constituencies on assessment issues and practices at ENMU. Dr. Testa authored each of the seven issues of the fourth volume. The first issue covered survey results of the effectiveness of the Assessment Resource Office and a fall preview of ARO's activities. Issues two and three reported findings from the Cooperative Institute Research Project (CIRP). In issue two, freshman survey results were reported as were faculty survey results in issue 3. Issue four reported results from a survey that asked employers to rate Eastern students. In issue 5, results from the Student Satisfaction Inventory (SSI) were reported. Issue six included an update on Outcomes Assessment Activities, Assessment of the Eastern Mission, an Outcomes Assessment Matrix and recipients of the Fall 1996 Outcomes Assessment Grant Awards. Issue seven reported results from the 1992 and 1996 Diversity Survey.

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ALEC M. TESTA

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Volume 4, No.1 Published by Assessment Resource Office, Eastern New Mexico University Date: 9-11-96

Survey Results

In the final edition of the Spring 1996 DATAWave, members of the campus community were asked to complete a survey. The Assessment Resource Office utilizes these surveys in order to assess the services provided to the campus community.

The DATAWave was mailed to 266 recipients during the semester, of those, 80 responded (30%). Forty-four respondents were faculty (55.0%), 12 were administrators (15.0%), 22 were professional staff (27.5%), and 2 were support staff (2.5%).

When asked how often they read the DATAWave, three responded never (3.8%); 25, occasionally (31.3%); 10, half of the time (12.5%); 21 responded that they read the DATAWave frequently (26.3%); and 21 stated that they always read the DATAWave (26.3%). While administrators stated that they almost always read the DATAWave, nearly half of the faculty members were more apt to read the DATAWave occasionally, professional staff responses varied greatly, and responses from support staff indicated that they read the DATAWave half of the time.

Forty-six respondents (57.5%) indicated they agreed or strongly agreed that the information in the DATAWave was useful, 26 respondents were neutral (32.5%), and 7 respondents (8.8%) disagreed or strongly disagreed that the information was useful.

When asked if the information in the DATAWave is presented clearly, 51 respondents (63.8%) indicated that they agreed or strongly agreed, 14 respondents (17.5%) were neutral, 12 respondents disagreed (15.0%), and 2 strongly disagreed (2.5%).

The use of statistics in the DATAWave proved to be important to many respondents. When asked if the presentation of information in the DATAWave was too technical (relying on statistics and research methodology), 47 respondents (58.8%) stated that they strongly disagreed or disagreed, 20 respondents were neutral (25.0%), and 13 respondents (16.3%) stated they agreed or strongly agreed that the information presented in the DATAWave was too technical.

When asked about the content that comprises the DATAWave (i.e. words; pictures, graphs & charts; or a nearly equal representation of both) 45 respondents (56.3%) indicated they preferred about equal of both (words and pictures, graphs or charts), 5 responded (6.3%) that they would prefer more words in the DATAWave, 15 respondents (18.8%) stated that they would prefer more pictures, graphs, or charts in future issues of the DATAWave, while 15 respondents (18.8%) did not respond to the question.

Respondents were asked to indicate on a scale of 1 through 5, with 1 being low and 5 being high, their interest in a number of potential topics in future editions of the DATAWave. Responses that were either coded 4 or 5 were combined, and used to determine readers' interests. These are, in rank order: students' development and growth at ENMU (65.0%), students' values and attitudes at ENMU (65.0%), student satisfaction inventories (55.1%), student learning as measured by the CAAP (51.3%), the results of assessment conducted by various academic departments (50.1%), theory on student learning (37.6%), general information on how to do assessment (32.5%), and theory on student development and growth (28.8%). Listed below are some of the responses elicited from each question. For a comprehensive list of answers to each question, and/or a full report of the survey results reported in this issue of the DATAWave, contact the Assessment Resource Office at ext. 4313.

What recommendation(s) would you make to increase student participation in assessment activities?

- If assessment comes from program priorities, students may see the assessment as "relevant."

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- Have students talk about assessments in forums with faculty, especially those that have experienced both traditional and alternative formats.
- Educate them as to what assessment is and what it involves. I don't think most of the students on this campus really know what it entails.
- A.R.O. needs to "sell" the process to the student. The effort to inform and educate them as the "value" of the process is very weak to nonexistent. Explain it to them.
- Students need to understand why we do assessment. Many perceive assessment as a negative.
- Discontinue.
- Many of our "working" or nontraditional students are so stressed out and overwhelmed that they have no time to be involved. Single parents have no time.

What recommendation(s) would you make to increase student awareness of assessment efforts?

- Unless faculty discuss its importance, I'm not sure how. Assessment should be a discussion faculty have with students.
- Have students talk about assessment in forums with faculty, especially those that have experienced both traditional and alternative formats. Include other students in the dialogue.
- Possibly put excerpts from articles in the student paper/Monday Memo. Maybe a coordinated effort article from you and a Chase staff member.
- Ask faculty to discuss outcomes as part of their class presentations-put on course syllabus.

What recommendation(s) would you make to increase faculty involvement in assessment activities?

- As programs come on-line with their own assessment, involvement will (should) follow.
- I would like to see more workshops on alternative assessment; too much emphasis is given to traditional assessment at this university, but the Art Dept. is doing wonderful things that they need to be invited to share throughout the university community.
- We just have too damn much stuff to do!
- Who cares?
- Assistance with understanding which types of assessment will give the type of information to support changes in curriculum design.

If you are a faculty member, though monies are available to support travel, research, and new endeavors in assessment, what would be necessary to invite your involvement?

- Just invite me. I'd love to talk with others about my ideas on assessment and to see what the Art and Theater departments are doing. The ELED department has a lot to share and we'd love to do it.
- None. I would be interested—qualitative assessment.
- First of all, I didn't know this! What is the process? Who is responsible for getting this information out?
- Let it count for promotion and tenure consideration across campus.
- Seven respondents indicated that a shortage of time was the problem they faced in becoming involved with assessment.

Additional comments

- As usual, we are at a critical point in assessment. Programs will need to show how assessment informs department planning and curriculum. Several units will need help articulating this and interpreting their data.
- I think the A.R.O. has done a very credible job in their brief existence at Eastern. The office is working at a level beyond its year of service—keep it up. The novelty will be over soon and the job just gets harder. A.R.O can handle the challenge.
- This is a joke! Number crunching will NEVER properly assess outcomes. Lies, damned lies and statistics.

Assessing the Assessment Resource Office

When asked how they rated the service of the Assessment Resource Office, 13 respondents (16.3%) answered with a rating of excellent, 23 responded with very good (28.8%), 18 stated that the services were good (22.5%), 11 gave the A.R.O. a fair rating (13.8%), one responded with a poor rating (1.3%) and 14 did not respond (17.5%).

When asked to rate the responsiveness of the Assessment Resource Office, 39 respondents (48.8%) rated the A.R.O. as excellent or very good, 16 responded with good (20.0%), 10 respondents gave the A.R.O. a fair rating (13.8%), one responded with a poor rating (1.3%), and 14 people did not respond (17.5%).

Upcoming Assessment Activities

Originally funded through a Research and Public Service Program from the State of New Mexico Legislature in 1994, the Assessment Resource Office is beginning its third year at Eastern. The purpose of the Assessment Resource Office is to provide support to faculty, administration, and staff in the development of outcomes assessment plans, research in student learning and development, linking faculty to funding opportunities, and to conduct analysis on the more than ten years of outcomes assessment data collected at Eastern. The office is staffed by a coordinator, Dr. Alec Testa; a secretary, Deborah Bentley; and two graduate assistants, Irene Nolen and Sarah Stacy. Primarily, the role of the office and its staff is to assist all members of the campus community in determining how well their office/program is contributing to the University's Mission and to discover how best to enhance student learning and growth.

Members of the Eastern campus community should look for the following from the Assessment Resource Office in 1996-1997:

- Assessment Day. Assessment Day will be on October 30th, from 8:00 a.m. to 1:00 p.m. The day's activities will include CAAP administration (Collegiate Assessment of Academic Proficiency) to all rising juniors, departmental meetings on outcomes assessment, workshops on assessment, and a luncheon.

- Outcomes Assessment Grants. Up to $25,000 will be made available to faculty, administration, and professional staff in Outcomes Assessment Grants for 1996-1997. Individuals and departments can request up to $1,000 for support for travel to attend conferences, to present at conferences, and to learn about outcomes assessment at other institutions. Faculty and staff may also apply for funding for consultation, materials, and new outcomes assessment endeavors. All recipients of Outcomes Assessment Grants are expected to disseminate their findings through publication or presentation, and also to the Eastern New Mexico University campus community.

- DATAWave. Once again, the Assessment Resource Office will publish the DATAWave. The purpose of the DATAWave is to inform members of the campus of outcomes assessment results that have been obtained through analysis of data gathered on students at Eastern over the last ten years. Previous volumes of the DATAWave have been submitted and accepted into the ERIC Clearinghouse on Assessment and Evaluation.

- Academic Outcomes Assessment Plans. Academic Outcomes Assessment Plans (AOAP's) were developed in support of the University's plan for academic assessment and submitted to the North Central Association in June of 1995. All AOAP's were implemented in fall of 1995, and after the first year of implementation first year reports are due through the deans to the Vice President of Academic Affairs on November 1st. These reports will include information on the results of the outcomes assessment endeavors, the use of the results, program strengths, program weaknesses, and a revised AOAP.

- Outcomes Assessment Plans for Non-Instructional Areas. In the spring of 1996, the Assessment Committee approved a plan for institutional effectiveness outcomes assessment plans for non-instructional areas. Building on the success of the AOAP's, it was felt that it was a worthy experience for all areas of the University. The plan has been approved by the Faculty, Support Staff, and Professional Senates, and is awaiting approval by the University Council, the President, and the Board of Regents. All of the non-instructional areas have submitted goal statements through their administrators to the President. These have been reviewed for the President by an *ad hoc* subcommittee of the Assessment Committee, and it has been recommended to him that those goal statements be approved. Non-Instructional units are now working on outcomes objectives, assessment criteria and procedures, and implementation strategies. First drafts of these are due through executive administrators to the President's office at a date to be determined (most likely mid to late September).

- Assessment Conference. The New Mexico Higher Education Assessment Conference has been scheduled for February 27-28, 1997, at

the Hilton Hotel in Las Cruces. Tom Angelo, noted national authority on classroom assessment and research, has been selected as a keynote speaker as well as a presenter at a post-conference workshop. The Assessment Resource Office will again be more than happy to support individuals who will be presenting at the conference. Please contact the Assessment Resource Office for more information.

- New Mexico H.E.A.D.Line (Higher Education Assessment Directors Line). The Assessment Resource Office will once again publish the New Mexico H.E.A.D.Line two times during the year. Please consider if you would like to share something with your colleagues throughout the state. The New Mexico H.E.A.D.Line is distributed to faculty and administration of all New Mexico higher education institutions through the Assessment Directors at publicly supported colleges and universities.

- Surveys, Survey Data, and Reports. Many, many surveys were conducted by the Assessment Resource Office in academic year 1995-1996. These included a survey of students on values, attitudes, and beliefs (CIRP data), a similar faculty survey, and a similar follow-up survey to graduating seniors. Other surveys included a study of cultural pluralism and diversity on campus, a survey of employers of university graduates, a study of effectiveness of the Presidential Curriculum Review Project (PCRP) on diversity, and a follow-up of the Student Satisfaction Inventory. Those who would be interested in exploring this data in more detail are encouraged to contact the Assessment Resource Office. Reports have been made available to executive administrators, and for more information on these reports, you may wish to contact Dr. Alec Testa.

- World Wide Web Page. The Assessment Resource Office at Eastern New Mexico University continues to be a nation wide leader in publishing and utilizing the web for outcomes assessment. In June, Dr. Testa chaired a panel on the use of the internet for outcomes assessment at the American Association of Higher Education (AAHE) Quality and Assessment Forum. Look for updates and changes on the world wide web as more and more information becomes available.

- New Surveys. New surveys will include another administration of the Student Satisfaction Inventory and a survey to alumni coordinated with the Alumni Office.

Once again the Assessment Resource Office has planned a busy year. Let's hope that the data gathered and analyzed will improve our understanding of how students learn and grow here at Eastern New Mexico University. The Assessment Resource Office will continue to endeavor to play an important part of the planning and analysis of the University's effectiveness particularly with regards to understanding how different areas support the University's Mission. In this, the year of the North Central Association site visit, it is hoped that this evidence will enhance the University's evaluation and eventual continuation of its accreditation.

Like other offices on campus, the Assessment Resource Office is principally a service office, and its role is to serve offices and programs of the University as they obtain their purposes. Please feel free to call on Dr. Alec M. Testa, or any member of the Assessment Resource Office staff, at extension 4313.

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Volume 4, No. 2 Published by Assessment Resource Office, Eastern New Mexico University Date: 9-25-96

Eastern has participated in the Cooperative Institute Research Project (CIRP) Freshman Survey since 1987. In 1995, the survey was administered to over 300,000 students at 641 two and four year colleges and universities. At Eastern, the survey was administered to 507 students at new student orientation by Student Academic Services. Of these, 425 students were first-time freshmen with no previous academic credit at an institution of higher education according to the Higher Education Research Institute at UCLA. The results for a number of the questions which deal with student attitudes, behaviors, goals and aspirations follow. The text here will focus on similarities and differences of student responses to those of the national sample.

Eastern students were somewhat older, more likely to identify their ethnicity as white, and had higher self-reported grade point averages. One-third of the first-time freshmen at Eastern lived within 50 miles of Portales, where almost 58% lived 100 miles or more away. When compared to students at other four year low-select public institutions, Eastern students were less likely to have had work in remedial courses (this may be the function of a lack of offerings in New Mexico as anything else), were more likely to indicate that they would need remedial work in mathematics and reading, and less likely to need remedial assistance in English and foreign language.

During the last year, Eastern students were less likely to report being bored in class, feeling overwhelmed or depressed, and to having played a musical instrument; but were much more likely to have socialized with members of a different ethnic group, vote in a student election, discuss politics, smoke cigarettes, drink beer, wine or liquor. When asked to self rate themselves in a number of areas, more students rated themselves above average or in the top 10 percent compared to the four year public low-select cohort that rated themselves higher in artistic ability, competitiveness, creativity, cynicism, drive to achieve, leadership ability, and writing ability and rated themselves lower than the national sample in academic ability, cooperatives, emotional health, mathematical ability, physical appearance, and physical health.

All but 2% of Eastern's first-time freshmen plan to complete the bachelor's degree with more than half planning to complete a graduate or professional degree. Eastern students spent less time studying but more time socializing with friends, exercising, working for pay, and watching television.

The full description of the results for the national sample and Eastern for the last ten years are available at the Assessment Resource Office. If you would like to look at these results for any year for any particular question or for any other cohort, please contact Dr. Alec Testa at ext. 4313.

	National	ENMU
Racial and ethnic background:		
American Indian	4.0 %	6.4 %
Black	22.1	2.8
White	68.0	72.1
Mexican-American	3.2	21.0
Puerto Rican-American	0.3	0.0
Other Latino	0.9	2.4
Other	6.0	3.5
Student self rated themselves above average (or top 10 percent) in:		
Academic ability	51.1	48.8
Artistic ability	23.8	25.5
Competitiveness	53.6	57.4
Cooperativeness	69.9	59.9
Creativity	48.5	51.7
Cynicism	14.4	16.1
Drive to achieve	63.5	64.3
Emotional health	52.8	50.9
Leadership ability	53.8	55.9
Mathematical ability	33.7	24.1
Physical appearance	43.4	41.3
Physical health	52.3	48.9
Writing ability	37.8	42.8
Public speaking ability	28.7	32.5

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	National	ENMU
Number of other colleges applied to for admission this year:		
None	32.4 %	37.6 %
One	16.6	16.0
Two	18.4	16.3
Three	15.8	16.0
Four	8.2	7.5
Five	4.3	3.4
Six or more	4.3	3.2
College attended is student's:		
First choice	66.4	69.6
Second choice	24.0	23.5
Third choice	6.4	4.7
Other	3.2	2.1
Highest academic degree planned:		
None	0.8	0.6
Vocational certificate	0.2	0.0
Associate (or equivalent)	1.0	1.5
Bachelor's	32.9	32.4
Master's	39.2	41.2
Doctorate	14.4	12.1
Other	11.5	12.2
Political Views:		
Far left	2.5	3.9
Liberal	20.0	13.1
Middle of the road	56.3	57.4
Conservative	19.7	24.7
Far right	1.5	1.0
Reasons noted as very important in deciding to go to college:		
My parents wanted me to go	38.2	31.4
I could not find a job	8.1	6.2
Wanted to get away from home	21.7	23.2
To be able to get a better job	79.4	78.5
To gain a general education and appreciation of ideas	62.4	57.2
To improve my reading and study skills	45.6	42.2
There was nothing better to do	4.2	1.9
To make me a more cultured person	39.9	35.5
To be able to make more money	76.8	77.7
To learn more about things that interest me	73.3	75.9
A mentor or role model encouraged me to go	17.0	16.8
Reasons noted as very important in selecting college attended:		
Relatives' wishes	9.1	7.1
Teachers' advice	3.6	4.1
College has a very good academic reputation	39.3	31.7
College has a good reputation for its social activities	22.2	15.5
Offered financial assistance	28.1	46.1
College offers special programs	20.7	15.3
Low tuition	35.2	37.4
Advice of high-school counselor	6.9	6.9
Advice of private college counselor	1.7	1.7
Wanted to live near home	20.7	19.2
Friend's suggestion	10.4	10.8
Recruited by college	4.8	7.7
Recruited by athletic department	6.7	9.8
Graduates gain admission to top graduate/professional schools	18.4	14.1

(continued on page 3)

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	National	ENMU
Graduates get good jobs	36.4 %	29.4 %
Religious affiliation/orientation of college	2.3	3.3
Size of college	37.6	42.0
Not accepted anywhere else	2.8	1.7
Rankings in national magazines	3.6	1.9
Students estimate chances are very good that they will:		
Change major field	13.9	11.4
Change career choice	12.5	10.4
Fail one or more courses	1.7	1.7
Graduate with honors	15.2	9.9
Be elected to student office	3.5	1.5
Get a job to help pay college expenses	40.5	38.2
Work full-time while attending college	6.6	7.3
Join a social fraternity, sorority, or club	17.9	12.1
Play varsity/intercollegiate athletics	16.1	14.1
Be elected to an academic honor society	8.5	7.1
Make at least a B average	42.0	47.7
Need extra time to complete degree	10.7	8.0
Get bachelor's degree	70.1	68.3
Participate in student protests or demonstrations	5.3	4.6
Drop out temporarily	1.4	1.2
Drop out permanently	1.0	1.0
Transfer to another college	15.1	14.2
Be satisfied with college	39.3	35.7
Get married while in college	7.8	10.8
Participate in volunteer or community-service work	15.3	13.2
Find job in major field	69.9	71.8
Activities in the past year:		
Attended a religious service	85.6	85.1
Was bored in class	35.2	26.8
Participated in organized demonstrations	46.4	45.8
Failed to complete homework on time	66.6	67.5
Tutored another student	46.8	44.9
Studied with other students	85.9	81.5
Was a guest in teacher's home	26.1	34.5
Smoked cigarettes	12.6	15.8
Drank beer	50.4	57.0
Drank wine or liquor	52.1	54.9
Spoke a language other than English at home	7.0	8.5
Felt overwhelmed by all I had to do	25.9	22.4
Felt depressed	10.0	8.5
Performed volunteer work	67.3	62.4
Overslept and missed class or appointment	37.0	34.0
Played a musical instrument	38.8	32.9
Asked a teacher for advice after class	19.6	20.4
Discussed politics	13.0	15.7
Worked in political campaign	7.4	7.1
Voted in student election	24.1	31.4
Used a personal computer	47.1	43.8
Socialized with different ethnic group	59.7	81.1
Agree strongly or somewhat that:		
The federal government is not doing enough to control environmental pollution	84.3	80.8
The federal government should raise taxes to reduce the deficit	23.8	22.8
There is too much concern in the courts for the rights of criminals	72.0	75.1

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	National	ENMU
Abortion should be legal	56.9 %	61.1 %
The death penalty should be abolished	21.1	14.5
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	42.2	40.0
The activities of married women are best confined to the home and family	26.8	30.0
Manjuana should be legalized	33.1	34.1
It is important to have laws prohibiting homosexual relationships	33.6	35.3
Employers should be allowed to require drug testing of employees or job applicants	80.0	83.1
The federal government should do more to control the sale of handguns	81.2	71.9
Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her	88.3	89.0
A national health-care plan is needed to cover everybody's medical costs	73.5	64.2
Racial discrimination is no longer a major problem in America	17.9	20.7
Realistically, an individual can do little to bring about changes in our society	35.8	32.5
Wealthy people should pay a larger share of taxes than they do now	69.3	62.9
Colleges should prohibit racist/sexist speech on campus	64.3	67.3
People should not obey laws which violate their personal values	37.6	36.5
Abolish affirmative action in college admittance	44.5	41.7
Better education/job opportunities will reduce crime	84.7	85.8
Deny educational access to undocumented child	33.8	34.7
Objectives considered essential or very important:		
Achieve in a performing art	11.7	14.9
Becoming an authority in my field	65.9	65.1
Obtaining recognition from my colleagues for contributions to my special field	55.1	50.4
Influencing the political structure	17.5	17.8
Influencing social values	41.2	42.3
Raising a family	71.0	65.0
Having administrative responsibility for the work of others	40.3	36.4
Being very well-off financially	77.3	72.9
Helping others who are in difficulty	62.0	59.8
Making a theoretical contribution to science	17.3	13.8
Writing original works	13.5	13.3
Creating artistic work	13.0	14.4
Becoming successful in a business of my own	43.8	44.9
Becoming involved in programs to clean up the environment	24.4	18.4
Developing a meaningful philosophy of life	42.3	40.0
Participating in a community-action program	24.7	20.2
Helping to promote racial understanding	36.7	38.4
Keeping up to date with political affairs	26.9	26.5
Becoming a community leader	31.9	26.0

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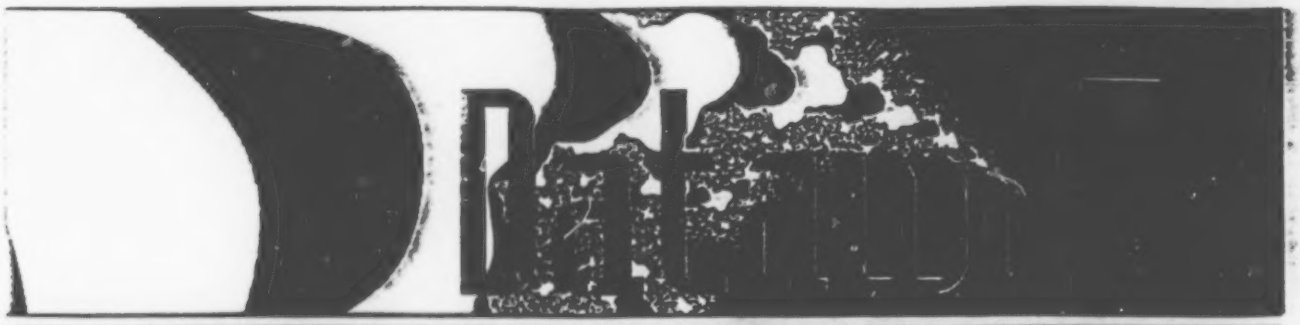

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1995 Faculty Survey Results

Eastern participated in the Cooperative Institute Research Project (CIRP) Faculty Survey for the second time in 1995. The survey was administered to over 33,986 faculty members at 384 colleges and universities. At Eastern, 96 full-time undergraduate faculty responded. The survey was conducted in the fall and winter of 1995-96 and was limited to full-time employees who spent at least part of their time teaching undergraduates. The following text will focus on similarities and differences of faculty responses to those of the national sample.

ENMU faculty felt that preparing students for employment after college was very important (87.9%), compared to the national response (69.9%). When asked about sources of stress during the last two years, ENMU faculty responded (73.0%) that the review/promotion process was a source of stress, compared to the national cohort's response of 44.7%. Other sources of stress were teaching load (ENMU faculty 75.3% verses national faculty 63.0%) and lack of personal time (ENMU faculty 88.8% verses national faculty 81.0%).

When asked about issues believed to be of high or highest priority at their institution, the largest discrepancy between the two groups occurred in responses to the question "to hire faculty stars." ENMU faculty members responded 6.7% as compared to the national faculty aggregate's response 25.3%. When asked if "enhancing the institution's national image" was a high priority, 34.8% of ENMU faculty responded that it was, compared to the national cohort response (61.8%).

When faculty were asked about "aspects of their job noted as very satisfactory or satisfactory," national faculty scores were higher in the following areas: salary and fringe benefits (national faculty 50.0%verses ENMU faculty 39.3%), opportunity for scholarly pursuits (national faculty 53.8% verses ENMU 34.1%), and teaching load (national faculty 63.0% verses ENMU 42.7%). As far as teaching activities in the last two years, 38.9% of national faculty indicated that they had attended a racial/cultural awareness workshop, while 55.3% of ENMU faculty had attended such a workshop. Also, 58.0% of ENMU faculty had advised student groups involved in community service or volunteer work, compared to the national faculty response (38.8%). □

	National	ENMU
Goals for undergraduates noted as very important or essential:		
Develop ability to think clearly	99.4%	98.9%
Increase desire and ability to undertake self-directed learning	91.6	94.5
Prepare students for employment after college	69.9	87.9
Prepare students for graduate or advanced degree	53.5	62.6
Develop moral character	57.4	60.4
Provide for students' emotional development	37.4	43.3
Prepare students for family living	17.2	23.1
Teaching students the classic works of Western civilization	28.3	33.0
Help students develop personal values	59.5	65.9
Enhance the out-of-class experience of students	41.3	44.0
Enhance students' self-understanding	61.4	64.8
Instill in students a commitment to community service	34.6	36.3
Prepare students for responsible citizenship	61.4	68.1
Sources of stress during the last two years:		
Managing household responsibilities	68.6	65.2
Child care	32.3	22.7
Care of elderly parent	27.4	20.2
My physical health	43.2	48.3
Review/promotion process	44.7	73.0
Subtle discrimination (prejudice, racism, sexism)	23.8	38.2
Personal finances	58.7	67.4

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	National	ENMU
Committee work	55.7 %	66.3 %
Faculty meetings	50.2	59.6
Colleagues	55.8	68.5
Students	60.8	66.3
Research or publishing demands	49.3	64.0
Institutional procedures and "red tape"	69.0	76.4
Teaching load	63.0	75.3
Children's problems	32.3	22.7
Marital friction	24.8	19.5
Time pressures	85.7	91.0
Lack of personal time	81.0	88.8
Issues believed to be of high ... highest priority at institution:		
To promote the intellectual development of students	76.0	75.3
To help students examine and understand their personal values	47.1	40.4
To hire more minority faculty and administrators	45.0	55.1
To develop a sense of community among students and faculty	44.3	49.4
To develop leadership ability among students	43.0	39.3
To hire more women faculty and administrators	41.0	50.6
To facilitate student involvement in community-service activities	32.7	24.7
To help students learn how to bring about change in American society	25.4	23.6
To increase or maintain institutional prestige	69.4	59.6
To hire faculty "stars"	25.3	6.7
To recruit more minority students	49.8	47.2
To enhance the institution's national image	61.8	34.8
To create a diverse multicultural campus environment	50.3	59.6
Aspects of job noted as very satisfactory or satisfactory:		
Salary and fringe benefits	50.5	39.3
Opportunity for scholarly pursuits	53.8	34.1
Teaching load	63.0	42.7
Quality of students	47.8	42.0
Working conditions	72.2	61.8
Autonomy and independence	86.2	84.3
Professional relationships with other faculty	76.8	80.9
Social relationships with other faculty	65.0	71.8
Competency of colleagues	75.9	78.4
Visibility for jobs at other institutions and organizations	46.2	36.6
Job security	73.5	62.5
Undergraduate course assignments	83.6	78.7
Graduate course assignments	78.4	70.8
Relationships with administration	56.1	58.4
Overall job satisfaction	75.7	73.0
Opportunity to develop new ideas	73.3	74.2
Professional goals noted as essential or very important:		
Engage in research	54.6	58.9
Engage in outside activities	49.3	56.2
Provide services to the community	41.9	50.0
Participate in community or other administrative work	28.3	25.6
Be a good colleague	86.6	94.4
Be a good teacher	99.2	100.0
Objectives/personal goals considered essential or very important:		
Becoming an authority in my field	56.6	54.9
Influencing the political structure	15.8	19.8
Influencing social values	39.9	44.0
Raising a family	73.4	60.0
Being very well-off financially	35.8	28.1

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	National	ENMU
Help others who are in difficulty	64.2 %	69.7 %
Be involved in programs to clean up the environment	33.6	42.2
Develop philosophy of life	78.6	71.9
Helping to promote racial understanding	59.9	62.9
Obtaining recognition from colleagues	45.3	46.2
Teaching activities in last two years:		
Taught an honors course	18.4	7.1
Taught an interdisciplinary course	37.4	37.2
Taught an ethnic studies course	8.6	16.9
Taught a women's studies course	6.6	12.2
Team-taught a course	38.4	41.0
Worked with students on a research project	68.6	74.2
Attended a racial/cultural awareness workshop	38.9	55.3
Held a faculty senate or council office	24.7	35.6
Used intra- or extramural funds for research	44.3	46.0
Served as a paid consultant	45.5	51.2
Participated in a teaching-enhancement workshop	58.0	62.8
Performed service/volunteer work in the community	78.2	85.6
Advised student groups involved in community service or volunteer work	38.8	58.0
Number of articles in academic or professional journals:		
None	27.6	18.9
1-2	18.3	21.1
3-4	12.4	21.1
5-10	15.2	22.2
11-20	10.8	11.1
21-50	9.9	3.3
50 or more	5.8	2.2
Items noted as very important in decision to pursue an academic career:		
Autonomy	69.8	68.5
Flexible schedule	64.8	65.6
Intellectual challenge	83.8	85.4
Intellectual freedom	78.8	79.8
Freedom to pursue my scholarly/teaching interests	74.7	76.4
Opportunities for teaching	71.8	74.2
Opportunities for research	39.3	44.9
Occupational prestige/status	18.1	20.9
Opportunity to influence social change	20.5	26.4
It was expected of me after graduate school	4.3	4.8
No other opportunities	3.8	3.7
Attributes noted as being very descriptive of own institution:		
It is easy for students to see faculty outside of regular office hours	39.8	47.2
There is a great deal of conformity among the students	21.7	16.7
Most of the students are very bright	11.7	3.3
The faculty are typically at odds with the campus administration	19.7	16.7
Faculty here respect each other	32.0	21.1
Most students are treated like "numbers in a book"	4.6	4.4
Social activities are overemphasized	8.0	5.6
There is little or no contact between students and faculty	2.5	2.2
This institution is genuinely committed to helping minority students succeed	33.2	34.8
Intercollegiate sports are overemphasized	19.5	15.6
Students here do not usually socialize with one another	3.4	3.4
The faculty are rewarded for good teaching	12.5	7.9
This campus provides opportunities for students to engage in community service	18.4	11.6

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	National	ENMU
Agree strongly or somewhat that at own institution:		
Faculty are interested in students' personal problems	77.4 %	80.9 %
Most faculty are sensitive to the issues of minorities	76.4	78.7
People here don't treat each other with enough respect	33.5	43.8
Faculty feel that most students are well-prepared academically	24.3	11.2
Student Affairs staff have the support and respect of faculty	59.0	44.9
Faculty are committed to the welfare of this institution	82.9	76.1
Many courses include minority-group perspectives	46.3	57.6
There is little trust between minority student groups and campus administrators	37.4	18.5
Faculty here are strongly interested in the academic problems of undergraduates	81.5	82.0
There is a lot of campus racial conflict here	12.7	6.8
Many courses include feminist perspectives	36.7	38.1
Faculty of color are treated fairly here	87.1	83.9
Women faculty are treated fairly here	84.3	83.9
Administrators here act in good faith	62.1	62.5
Many courses involve students in community service	25.6	15.5
Most students are strongly committed to community service	22.0	19.8
Faculty are committed to the welfare of the local community	59.2	58.0
Agree strongly or somewhat that:		
Tenure is an outmoded concept	38.3	39.8
Tenure is essential to attract the best minds to academe	54.3	55.7
College officials have the right to ban persons with extreme views from speaking on campus	32.2	30.2
Community service should be given weight in college admissions decisions	46.5	31.0
Community service should be a requirement for graduation	31.0	25.3
Colleges should encourage students to be involved in community-service activities	80.0	70.1
Colleges should be actively involved in solving social problems	62.6	65.5
Promoting diversity leads to the admission of too many underprepared students	31.0	29.9
The chief benefit of a college education is that it increases one's earning power	26.7	28.7
Western civilization and culture should be the foundation of the undergraduate curriculum	53.2	51.7
Racist/sexist speech should be prohibited on campus	53.1	54.7
Abortion should be legal	76.8	78.2
The death penalty should be abolished	44.8	36.8
A national health care plan is needed to cover everybody's medical costs	76.2	72.6

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Employers Surveyed on Eastern Students

In the spring of 1995, employers of Eastern graduates were surveyed on a number of items. In addition to asking how well graduates were prepared for the work force, and how they would rate them compared to graduates from similar universities, employers were asked to respond to students' abilities in reading, writing, decision making, oral expression, math skills, listening skills, creative thinking, recognition of problems, computer skills, leadership abilities, trainability, responsibility and accountability, and other areas.

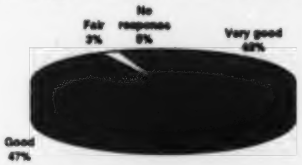
A list of employers was generated from the Career Services Office and from the college deans. College deans forwarded requests for information to department chairs. In total, 109 businesses, school districts, and other organizations were contacted and asked to participate in the survey. Fifty-one of these were educational facilities and fifty-eight were commercial businesses. Of the 109 contacted, 38 responded with 21 of those being from educational facilities, 9 from businesses, and 8 unknown. In an effort to increase the total number of participating employers, the employers were originally asked to review the survey, and were told that the Assessment Resource Office would follow up with a telephone call. Several attempts were made to talk to busy employers and personnel directors over the telephone, and a subsequent mailing was made with a business reply envelope. Given the efforts to improve the participation rate, the number of total respondents (approximately 35%) was disappointing.

When asked how well prepared for the work force were graduates from Eastern, 92% of employers responded good and very good. When asked how they would rate Eastern graduates to graduates from similar institutions, 92% of the respondents said good or very good. In the areas of reading, written communication, oral expression, math, listening skills, creative thinking skills, recognition of problems, computer skills, leadership abilities, trainability, responsibility, ability to maintain a positive attitude towards the job, ability to be sociable and cooperative in projects that require teamwork, integrity and honesty, and ability to work in a cultural diverse environment, the majority of employers responded that Eastern students were above average and/or in the top ten percent. These were all the items included in the survey. All items included were considered important and very important to potential employers.

In conclusion, the attached pie charts report data that will indicate that Eastern New Mexico University well prepares its graduates for the world of work and to meet the expectations of employers. This study was limited by the number of total employers who responded, and it remains important that Eastern determines how to best survey a larger pool of employers and how to track our graduates.

Overall, how well prepared for the workforce are graduates from Eastern?

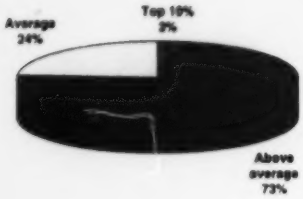
How would you rate Eastern graduates as they compare to graduates from similar universities?



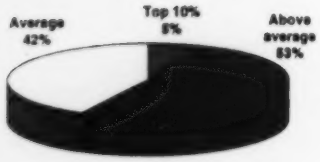
Employer ratings on the following traits of ENMU students

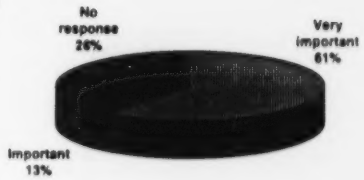
Importance to Employer

Reading skills

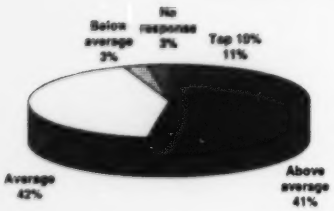


Written communication

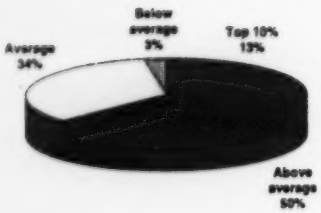


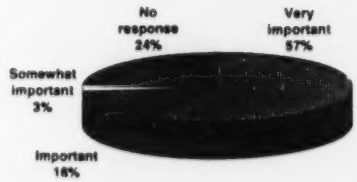


Decision-making skills (ability to choose the best alternative)

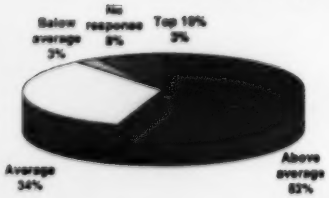


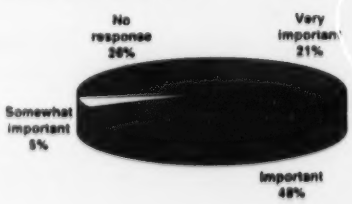
Oral expression





Math skills (in terms of meeting the organization's standards)





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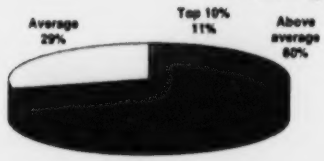
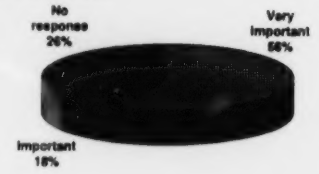
Employer ratings on the following traits of ENMU students

Importance to Employer

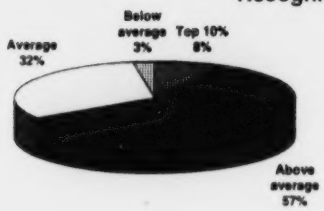
Listening skills; interpretation of verbal messages



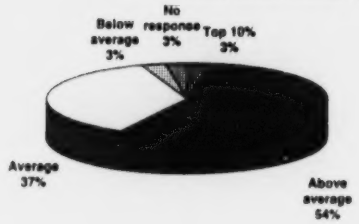
Creative thinking skills; ability to generate new ideas

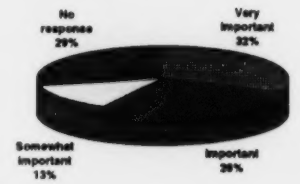


Recognition of problems and ability to solve them

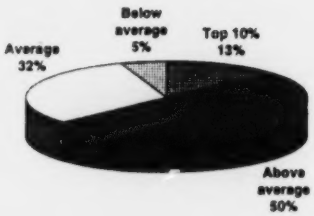


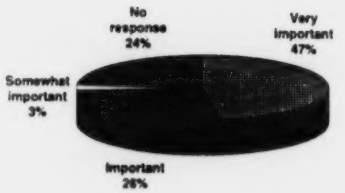
Computer skills (in terms of meeting the organization's standards)



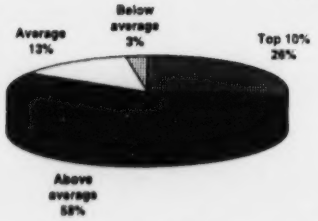


Leadership abilities





Trainability (ability to apply new skills)



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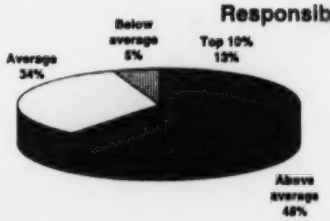
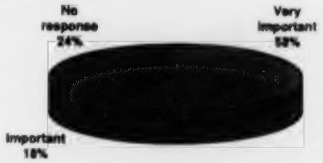
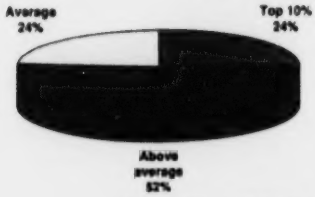
Responsibility and accountability in self-management



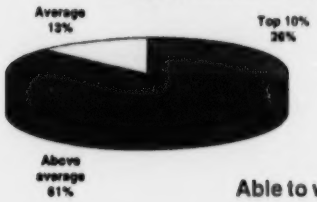
Maintain positive attitude towards job and others

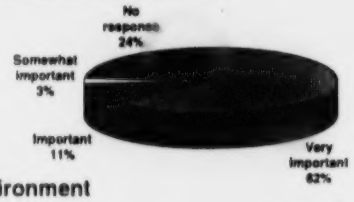


Sociable and cooperative in projects that require teamwork

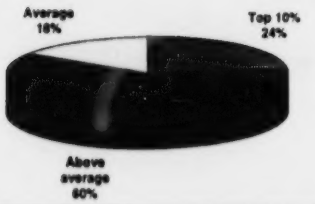


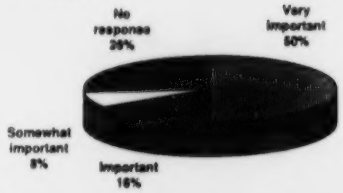
Integrity and honesty (do they choose the most ethical course of action)





Able to work in culturally diverse environment





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Student Satisfaction Inventory Follow-up Survey

In the Spring of 1995, the Student Satisfaction Inventory (SSI) was administered to more than 1000 students at Eastern New Mexico University. The SSI pointed to several areas of concerns, most obviously in the enrollment management areas of course registration and financial aid. However, interpretation and use of the results were made more difficult because of the difficulty in interpreting results in context. That is, at what level do performance gaps become critical (a performance gap is the difference between the mean scores of student reported importance for an item and the mean score for satisfaction), and what specifically should be addressed.

For the former, two methods were used. First, all SSI questions were ranked by performance gap, and second, all items were ranked by importance. Both were subjected to the "parking lot test." (Parking is relatively easy at Eastern compared to other institutions, and when students' complaints are less vigorous than parking complaints, they are therefore considered less critical). For the first test, eleven items had *performance gaps* larger than parking (the performance gap for parking is 1.78). These questions were:

- I seldom get the-run-around when seeking information on this campus.
- For each class offered, there is an appropriate number of sections (offerings) available.
- Financial aid awards are announced to students in time to be helpful in college planning.
- Adequate financial aid is available for most students.
- Financial aid counselors are helpful.
- I am able to register for classes I need with few conflicts.
- Parking lots are well-lighted and secure.
- Library resources and services are adequate.
- Channels for expressing student complaints are readily available.
- Admissions staff is knowledgeable.
- Faculty are fair and unbiased in their treatment of individual students.
- There are a variety of classes offered in each subject area.

Next, the top 25 items ranked by *importance* were examined (a level suggested by the SSI publisher), and those items whose performance gap exceeded parking (n=7) were:

- I am able to register for classes I need with few conflicts.
- Faculty are fair and unbiased in their treatment of individual students.
- Library resources and services are adequate.
- Admissions staff is knowledgeable.
- There are a variety of classes offered in each subject area.
- I seldom get the-run-around when seeking information on this campus.
- For each class offered, there is an appropriate number of sections (offerings) available.
- Parking lots are well-lighted and secure.

These items were used to design a survey that could be used by administrators to "pin point" what type of interventions might lead to improved student satisfaction. The survey was developed by the Assessment Resource Office with input, editing, and suggestions from the Vice President for Academic Affairs, the Deans Council, and the senior staff of Student Affairs.

Results

Demographics

The SSI follow-up (SSI-FUP) was administered to a number of classes during the Spring 1996 semester. In identifying classes for administration, care was taken to ensure that a representative sample by sex, class level, and college was obtained. Three hundred and two (302) surveys were returned to the Assessment Resource Office for scoring and analysis. Of these, 129 (45%) were men and 169 (55%) women. (Thirteen students did not indicate their gender.) The average age of students in the sample was 24. Four students did not indicate in which college they were enrolled, 43 indicated the College of Business (16%), 122 the College of Education and Technology (44%), 15 the College of Fine Arts (5%), and 97 the College of Liberal Arts and Sciences (35%). Students reported that they had attended Eastern an average of 1.85 years and carried 11 units. One hundred and seventy-three students matriculated at Eastern as first-time freshmen (60%), 112 as transfers (40%), and 17 did not respond.

Program Staff and Hours

Specific information was requested on a number of units (Admissions Office, Advising, Bookstore, Campus Union, Career Services, Computer Services, Counseling, Disabled Student Services, Financial Aid, Food Services, Health Services, Housing, Intramurals/Recreation, Library, Police, Registrar's Office, Student Activities, Testing, and Tutoring). Students were asked to indicate the extent to which they strongly agree, agree, disagree, and strongly disagree to the following questions:

- The staff of this office/program is generally responsive.
- The staff of this office/program is generally helpful.
- The staff of this office/program needs to be increased.
- The office/program needs to increase its hours of service.
- The office/program needs more weekend hours.
- The office/program needs more evening hours.

Students were also asked to provide written comments.

Table I summarizes the proportion of students who agreed or strongly agreed with the aforementioned statements for each of the offices/programs included in the survey. Generally (with the exception of Intramurals and Financial Aid), students find staff helpful and responsive and want more hours of service. A review of the written comments indicates that students want access to services during the lunch hour and early evening.

Generally student comments requested more hours, staff, and resources. There was a sprinkling of negative remarks, but of the 751 written comments, only approximately 70 referred to negative or unhelpful staff.

Student Activities

Throughout the SSI and in other surveys conducted, students indicated a general dissatisfaction with entertainment and activities in the Portales area. The following questions were designed to determine how to get students more involved with student activities.

One hundred and thirty-three students indicated they attend student activities at Eastern. One hundred and fifty-four students indicated they attend an average of four activities a month. One hundred and seventy-eight said they were too busy to attend more. Eighty-four said they were offered at inconvenient times. Eight would like more in the morning, 41 in the evening, and 43 on the weekend. They would like to see the following types of programs:

1.	comedians	142
2.	movies	129
3.	athletic events	109
4.	plays	107
5.	rock-n-roll music	104
6.	live country music	84
7.	musicals	76
8.	live jazz music	72
9.	intramurals	62
10.	dance recitals	54
11.	live classical music	50
12.	current event speakers	47
13.	religious speakers	40
14.	political speakers	35
15.	more student organizations/ clubs	33
16.	more Greek activities	26

Table I
Program Staff and Hours

	used office	responsive	helpful	more staff	more hours	more weekend	more evening
Admissions Office	82%	88%	90%	60%	64%	53%	63%
Advising	72%	86%	88%	55%	63%	51%	59%
Bookstore	98%	93%	92%	52%	68%	68%	70%
Campus Union	65%	93%	93%	52%	55%	59%	57%
Career Services	25%	85%	90%	60%	63%	57%	42%
Computer Services	82%	85%	81%	63%	70%	73%	69%
Counseling	16%	87%	88%	52%	62%	58%	63%
Disabled Student Services	4%	80%	81%	63%	68%	63%	70%
FinancialAid	61%	64%	65%	71%	78%	67%	71%
Food Services	50%	85%	85%	38%	76%	73%	70%
Health Services	53%	90%	90%	69%	75%	72%	71%
Housing	41%	87%	87%	53%	60%	63%	59%
Intramurals/Recreation	32%	21%	24%	65%	70%	32%	31%
Library	96%	94%	92%	61%	63%	64%	62%
Police	28%	81%	17%	51%	55%	53%	42%
Registrar's Office	88%	95%	93%	55%	69%	56%	64%
StudentActivities	34%	91%	92%	57%	63%	61%	63%
Testing	18%	88%	91%	51%	58%	58%	60%
Tutoring	23%	91%	91%	67%	70%	69%	40%

One hundred and six students indicated they don't usually learn about events. One hundred and twenty-three students indicated they learned about events through *The Chase*, 60 through the *Monday Memo*, 133 by posters, and 122 by classroom announcements. Forty-eight students indicated that they thought that there were enough activities.

When asked what other music they wanted, eight students responded alternative, 6 R&B, 4 rap, 3 jazz, 2 Christian, 2 anything, and a single student asked for each of the following: techno, folk, new age, Tex Mex, rock, blues, steel drum, opera, Spanish, classical, hard rock, club, and heavy metal.

When asked what other activities they would like, students responded art events, dances, "evants people with kids" (sic), more fun activities, games, and Saturday steel drum concerts.

When asked what other types of publicity would be helpful, 15 students suggested radio, 5 newspaper/Portales News Tribune, 2 more posters, and a single student advocated monthly assemblies, television, sidewalk chalk, friends, signs, billboards, and a WWW homepage.

Registration and Financial Aid

Students were asked to reply to several questions related to registering for classes and financial aid. The majority of students believe that registering for classes at Eastern is relatively easy (74%), that it has improved since they began at Eastern (62%), and that spring 1996 registration was an improvement from fall 1995 registration (72%). However, students are not supportive of the $50 deposit (only 46% believe that it is appropriate), and agree that there needs to be more sections of classes available for general education and their majors, more class offerings for both areas, and more classes available at all times. Students were fairly consistent in requesting additional classes in the morning, afternoon, or evening. Students were only moderately supportive of changes in financial aid, with half the students agreeing that there had been improvements. The results follow in Table II.

Table II
Registration and Financial Aid Results

	strongly agree		agree		disagree		strongly disagree	
Registering for classes at Eastern is relatively easy.	63	22%	149	52%	55	19%	21	7%
Registering for classes at Eastern has improved since I began here.	75	25%	111	37%	72	24%	11	4%
The registration process for classes for the spring 1996 semester improved from the fall 1995 semester.	53	21%	129	51%	65	25%	8	3%
The pre-registration process is beneficial to students.	142	50%	109	38%	22	8%	11	4%
The fifty dollar pre-registration fee is an appropriate deposit to hold classes.	49	17%	83	29%	65	23%	85	30%
The awarding and distribution of financial aid improved for the spring 1996 semester from the fall 1995 semester.	22	9%	96	41%	78	33%	39	17%
In general, the amount, frequency, and variety of classes meet my needs.	23	8%	139	49%	75	27%	44	16%
Registering for classes is made more difficult because there are not enough DIFFERENT TYPES of classes available in my MAJOR.	76	27%	112	40%	779	28%	11	4%
Registering for classes is made more difficult because there are not enough SECTIONS of the classes needed for my MAJOR.	71	26%	114	41%	84	30%	9	3%
Registering for classes is made more difficult because there are not enough DIFFERENT TYPES of classes available for GENERAL EDUCATION.	46	17%	104	39%	108	41%	8	3%
Registering for classes is made more difficult because there are not enough DIFFERENT TYPES of classes available for my MAJOR.	74	27%	106	40%	80	30%	8	3%
There should be more classes offered during the MORNING.	57	21%	111	41%	82	31%	18	7%
There should be more classes offered during the AFTERNOON.	49	18%	142	54%	61	23%	12	5%
There should be more classes offered during the EVENINGS.	51	19%	121	45%	80	30%	17	6%
There should be more classes offered during the WEEKENDS.	40	21%	75	35%	93	29%	55	15%
I would like to take more classes through instructional television.	31	12%	64	24%	106	40%	65	24%

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Recommendations

Based on the results of the SSI and the SSI Follow-up survey, the following recommendations are made:

- ensure that all student programs and offices are open during the lunch hour
- attempt to establish evening hours for admissions, registrar, financial aid at least two nights each week
- attempt to increase the hours available in evenings for computer services and library
- University employees should be sure students are obtaining the information that the student is requesting, or that the student understands the referral that is being made
- all students should be greeted pleasantly
- Financial Aid should continue to require the full support of the administration in addressing personnel and procedural changes to ensure increased student satisfaction
- Academic Affairs should consider if there are ways to increase the number of course offerings with the current number of faculty members
- individuals who do not want to help students should be encouraged to continue their careers elsewhere

In short, we need to continue to consider students first in every administrative decision and interaction.

Use of Results

Every administrator and manager is encouraged to look at the survey questions and consider:

- what proportion of responses would be acceptable (i.e., 80% or 90% agreeing that the staff is friendly)?
- what proportion of responses do they expect?
- is the proportion of results what was expected? Why or why not?
- if so, what is currently being done to address students' needs and concerns?
- if not, what will be done to address students' needs and concerns?
- what additional types of questions would be useful for additional surveys?

Conclusion

The results of the SSI were at first alarming. However, it is not possible to review those results (especially performance gaps) in a context that makes clear what types of interventions would be appropriate. Rather, the data generally seems to indicate that students are not happy. When asked what changes could be made in personnel or services, students were generally pleased, except they wanted more of what we have to offer. Most offices scored above 80% on measures of responsiveness and helpfulness, with several scoring above 90%. Two areas did not and warrant continued attention. No clear cut recommendations or problems emerge from the data except for the need to serve students at times other than 8 a.m.-12 p.m. and 1 a.m. -5 p.m. and to ensure that students' needs are being met when they make requests of us.

It may well be that we serve a demanding constituency. However, this does not change the fact that students' opinions and observations remain very real to them. It may be necessary to help students realize where to find the services they need and to work with them to ensure they obtain it. Also, managers must work with staff to ensure that all students are served in a respectful and friendly manner.

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Portales, NM 88130

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UPDATE ON OUTCOMES ASSESSMENT ACTIVITIES

In the first edition of the DATAWave this semester, at the President's opening reception, and at the faculty retreat, information was shared on the many outcomes assessment activities which would occur this year. Much progress has been made in these areas, and now seems a good time to update the University community.

- Assessment Day was held on October 30, 1996: More than 160 students participated in the administration of the CAAP. In addition, department chairs and deans had a meeting at 8:00 a.m. to discuss some of the issues related to outcomes assessment. Departments met later in the morning to discuss their academic outcomes assessment plans. This was followed by showcase presentations of some of the campus' more innovative assessment efforts. Finally, a lunch was held at which the recipients of Outcomes Assessment Grants were announced. This was a much improved effort over some previous Assessment Days, and there will be further refinement for spring of 1997. Outcomes Assessment Grants were awarded to several individuals recently. To date, almost $10,000 have been awarded and additional funds remain available. Interested parties are encouraged to contact the Assessment Resource Office for more details.

- Academic Outcomes Assessment Plans-(AOAP): AOAPs were initially prepared more than a year and a half ago. Departments were to report to their deans on November 8 the results of the AOAP, along with program strengths and weaknesses, recommendations for curriculum and pedagogy, and the revised AOAP. These results will be reported in the NCA Self-Study report and will be available on-line via the World Wide Web as well.

- Outcomes Assessment Plans for Non-Instructional Areas: On November 1, 1996, the Board of Regents approved *A Proposal for Institutional Effectiveness: Outcomes Assessment Plans for Non-Instructional Areas*. This document extends outcomes assessment plans to all areas of the University. All units have submitted an outcomes assessment plan which has been reviewed by an *ad hoc* subcommittee of the assessment committee. The subcommittee recommended to the President the approval of a majority of the plans. Some plans will be revised. Nonetheless, significant headway has been made in this endeavor.

- Assessment Conference: The New Mexico Higher Education Assessment Conference will be held in Las Cruces on February 27 & 28. I am pleased to let you know that nationally recognized authority on outcomes assessment, classroom assessment, and classroom research, Dr. Tom Angelo (University of Miami-Florida), will be the keynote speaker. In addition, Dr. Angelo will be presenting a pre-conference workshop titled, "Strengthening the linkages: Using assessment to focus and connect learning improvement efforts at program, department, and classroom levels," and a post-conference workshop titled, "Finding out how well students are learning what we're teaching: A 'hands-on' introduction to classroom assessment." In addition, Dr. Angelo will be presenting a keynote address titled, "Seven ships of seven levers: Using assessment to build more productive learning communities." Members of the Eastern community who are interested in attending should contact the Assessment Resource Office for more information and to find out if support for travel and registration is available.

- The Assessment Resource Office also keeps busy with the bi-weekly production and distribution of the DATAWave, the bi-annual publication and distribution of the H.E.A.D.Line (a statewide newsletter on outcomes assessment), as well as consulting with departments and administrators on outcomes assessment related information.

These are just some of the highlights for the year to date in Outcomes Assessment. The first half of the fall semester has indeed been a busy one. Ultimately, Outcomes Assessment has as its endeavor to ensure that we're providing the best possible learning and services to our various constituencies.

ASSESSMENT OF THE EASTERN MISSION

As you are probably aware, Eastern has a more than 10 year history of outcomes assessment and has recently initiated a strategic planning process. To date, the strategic planning process has resulted in a revised mission statement, a list of institutional priorities, and refinement of a vision by President Frost. In addition, the goals for each of the institutional priorities are now being considered by various groups on campus, and according to President Frost, will be forwarded to the Board of Regents at their December meeting.

However, how is it that we can be sure that we are assessing our mission, that statement which makes clear to our many constituencies what it is that we will do, and which drives our short-term, or outcomes assessment process. Certainly, the self-study process is a comprehensive way in which this can occur. As a means to demonstrate to the Eastern community that we're accomplishing our many efforts, an outcomes assessment matrix has been prepared. This, hopefully, will make clear how several assessment tools are part of a comprehensive whole. Otherwise, it might be suggested that these efforts are not connected. The matrix (located on page 3) provides an example of how they are.

OUTCOMES ASSESSMENT GRANT AWARDS FALL 1996

Janet Buzzard, Calvin Dewitt, and Laura MacLeod
$2400
for presentation of paper and travel to Mid-South Instructional Technology Meeting

Sue Strickler and Janet Roehl
$500 each
travel to Josephson Institute on Applied Ethics

Sue Strickler
$500
travel to Critical Thinking and the Process of Assessment Workshop

Sue Strickler
$500
in support of research on Women's Studies and Gender Issues

Sue Strickler and Janet Roehl
$1000
in support of research on Gender Issues Understanding within the Women's Studies Program

(continued on page 4)

OUR MISSION

Approved by the Board of Regents
March 12, 1996

Eastern New Mexico University combines a traditional learning environment with twenty-first century technology to provide a rich educational experience. Eastern emphasizes liberal learning, freedom of inquiry, cultural diversity, and whole student life. Excellent teaching and active learning define campus relationships. Scholarship, both primary and applied, cultural enrichment, and professional service are also important contributions of the University community.

Eastern, a state institution offering bachelor's and master's degrees, serves students from New Mexico, other states, and other nations. Educational programs are offered at the Portales campus and also by interactive distance education, public broadcast television, a branch/community college in Roswell, New Mexico, and a university center in Ruidoso, New Mexico.

EASTERN'S FOCUS

- Prepare students for careers and advanced study,
- Impart citizenship and leadership skills and values,
- Support and expand the role of education and excellent teaching at all levels,
- Enable citizens to respond to a rapidly changing world.

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Eastern New Mexico University
Outcomes Assessment Matrix
draft-November 1996-draft

	AOAP	OAP	CIRP	EXIT	CSS	FOCUS	ALUMNI	SSI	FACUL	CAAP	EMPLY	COMM	AUDIT	OTHER
Eastern New Mexico University combines a traditional learning environment	x	x	x		x	x	x	x	x	x	x			
with twenty-first century technology		x			x		x		x		x		x	
to provide a rich educational experience.	x	x		x	x	x	x	x		x		x		
Eastern emphasizes liberal learning,	x		x	x	x	x	x		x					
freedom of inquiry,			x	x	x	x		x	x					
cultural diversity, and	x	x	x	x	x	x	x	x	x			x		
whole student life.		x	x	x	x		x	x	x					
Excellent teaching and active learning define campus relationships.	x		x	x	x	x	x	x	x	x				
Scholarship, both primary and applied,	x	x			x		x		x					
cultural enrichment, and		x	x		x			x				x		
professional service are also important contributions of the University community.									x			x		1
Eastern, a state institution offering bachelor's and master's degrees, serves students from New Mexico, other states, and other nations.			x										x	
Educational programs are offered at the Portales campus and also by interactive distance learning,	x	x											x	
public broadcast television,		x							x			x	x	2
a branch/community college in Roswell, New Mexico,													x	3
and a university center in Ruidoso, New Mexico.	x	x										x	x	
Eastern's Focus:														
• Prepare students for careers and advanced study,	x	x	x	x	x		x		x		x	x		
• Impart citizenship and leadership skills and values,		x	x		x	x	x		x		x	x		
• Support and expand the role of education and excellent teaching at all levels,	x	x		x	x			x						
• Enable citizens to respond to a rapidly changing world.		x	x	x	x	x	x				x	x		

AOAP—Academic Outcomes Assessment Plans
OAP—Outcomes Assessment Plans for non-instructional areas
CIRP—Cooperative Institute Research Project, Freshman Survey
EXIT—Exit interviews conducted by college deans with samples of graduating students
CSS—Cooperative Institute Research Project, College Student Survey
FOCUS—Focus groups conducted by Assessment Resource Office with sample of graduating students
ALUMNI—Locally developed alumni survey
SSI—Student Satisfaction Inventory and locally developed follow-up
FACUL—Cooperative Institute Research Project, Faculty Survey
CAAP—Collegiate Assessment of Academic Proficiency
EMPLY—Locally developed employee survey
COMM—Locally developed community survey
AUDIT—An audit of available services and programs will demonstrate support of the mission
OTHER—1.) Faculty Evaluations
2.) FCC license requirements
3.) ENMU-Roswell is separately accredited and maintains their own assessment procedures

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(continued from page 2)

Sue Strickle $500
in support of project on Critical Thinking Assessment in Political Science

Dan Fox
$500
travel to the National Association of Student Personnel Administrators annual convention

Ms. Dinah Hamilton
$450
for student incentives in support of outcomes assessment initiatives

AnnLouise Keating
$500
travel to present at the Ford Foundation Campus Diversity Initiative Conference

Jesse Swan
$500
travel to present paper at Conference on College Composition and Communication

Dee Martin
$500
travel to attend CAUSE: Broadening Our Horizons: Technology, Services, Information Conference

Randy McFerrin
$500
travel to present paper at Missouri Valley Economics Association

Greg Erf and Micky Muhlbauer
$500 each
present paper at School of Visual Arts Conference on Liberal Arts and the Education of Artist

TOTAL: $9,850

The DATAWave is published by the Assessment Resource Office at Eastern New Mexico University, Alec M. Testa, Coordinator.

Please write, telephone, or email Dr. Testa with any comments, suggestions, or submissions.

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Diversity Survey

In 1992, Eastern New Mexico University was surveyed to determine the campus climate regarding cultural diversity. The study provided an important starting point for early stages of planning for cultural diversity. Four years later, in the spring of 1996, the Diversity Survey was again distributed to the campus community, with the hope that it would provide important information regarding changes in the campus environment on cultural diversity, informing the campus in what areas we are improving, and in what areas more attention is required.

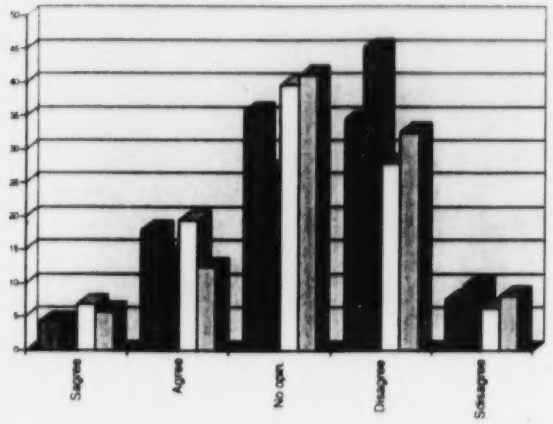
The University of Wisconsin-Whitewater Diversity Survey was administered to the employees of Eastern through *The Monday Memo* and students were surveyed through selected courses. The student sample consisted of 213 students of which 92 (43%) were male, 119 (55.9%) were female, and 2 (.9%) responded "no response." The employee sample consisted of 95 employees of which 38 (40%) were male, 56 (58.9%) were female, and 1 (1.1%) responded "no response."

Student ethnicity was reported as: Asian/Asian-American 5 (2.3%), African American 8 (3.8%), Caucasian 143 (67.1%), Hispanic 47 (22.1%), Native American 6 (2.8%), and other 1 (.5%). The majority of the students 125 (58.7%) fell in the age range 17-22, while the remaining 44 (41.3%) were age 23 and/or above.

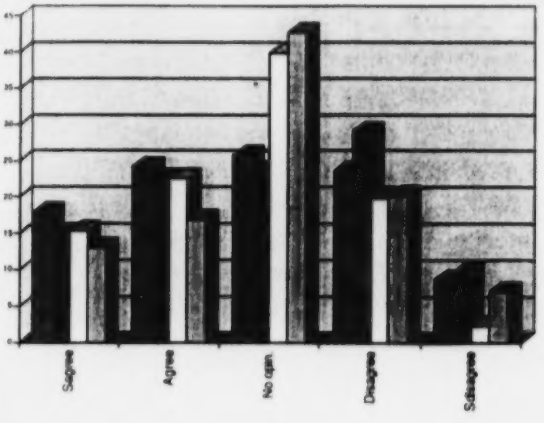
Faculty respondents reported the following classifications: faculty 41 (43.2%), administration 5 (5.3%), professional 28 (29.5%), support staff 19 (20%), and "no response" 2 (2.1%). Eastern employees reported the following ethnic backgrounds: Asian/Asian-American 1 (1%), African American 3 (3.2%), Caucasian 82 (86.3%), Hispanic 5 (5.3%), Native American 0, other 2 (2.1%), and "no response" 2 (2.1%). It is important to note that the employee sample is smaller than that in 1992, and it is more predominately white.

The results from the survey are reported in this issue and the following issue of the DATAWave. In general, and subjectively, I believe the results of the survey are positive. It appears that great strides have been made in improving the Eastern climate with regards to diversity issues.

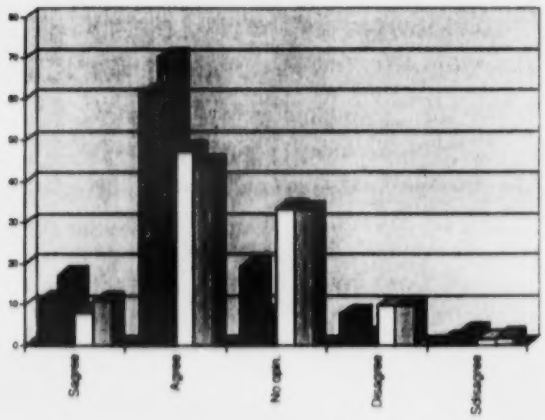
1. Many ENMU faculty have difficulty relating to minority students.



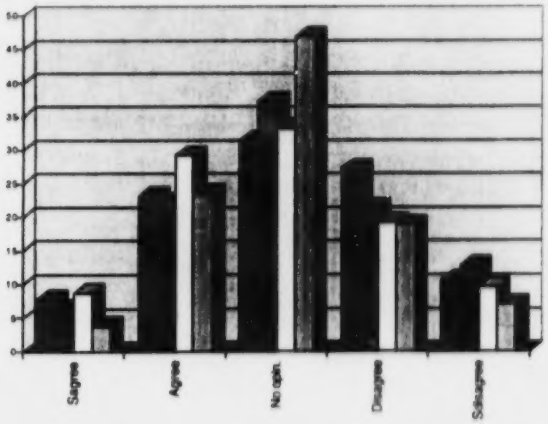
2. ENMU needs to hire more minority faculty.



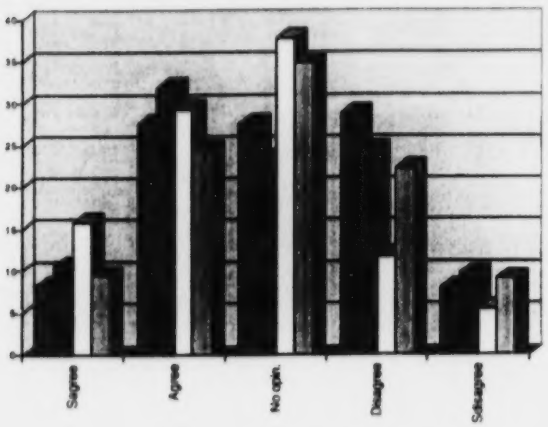
3. **ENMU offers a variety of multicultural events and programs to its students.**



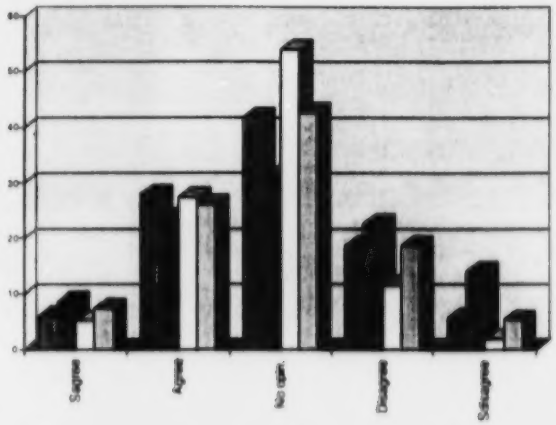
4. **There are enough minority staff members on the ENMU campus.**



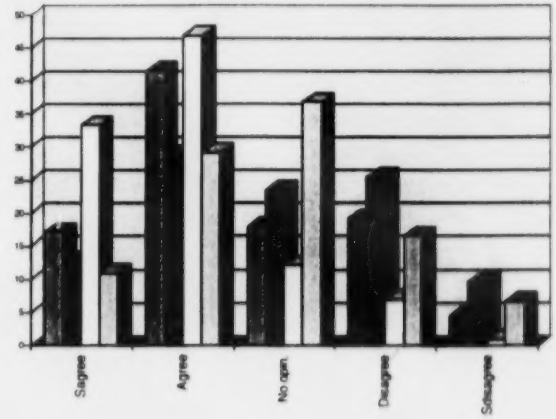
5. **Programs focusing on the cultural adjustment of minority students to predominantly white institutions are needed at ENMU.**



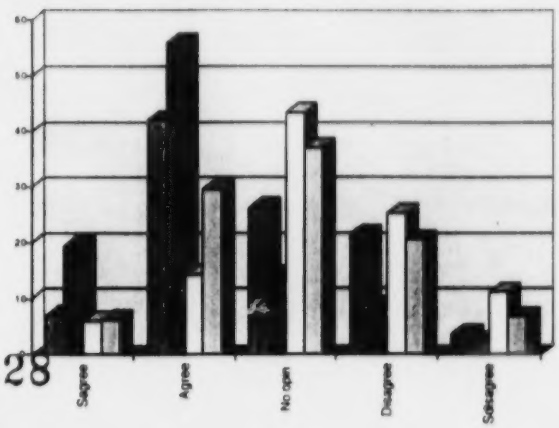
6. **In my opinion, more ethnic courses should be offered at ENMU.**



7. **Programs are needed to sensitize ENMU faculty to racial issues.**

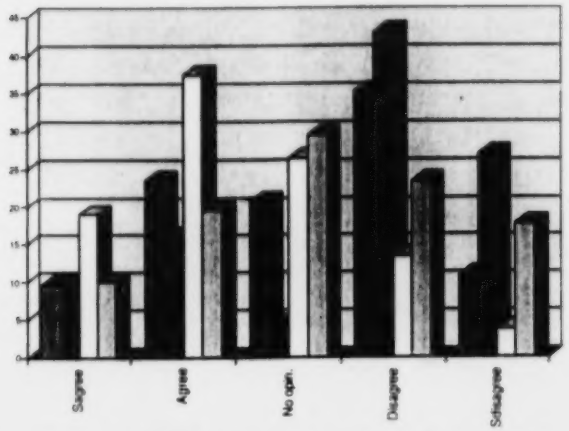


8. **I occasionally attend programs and events designed to further understanding of diverse ethnic groups.**

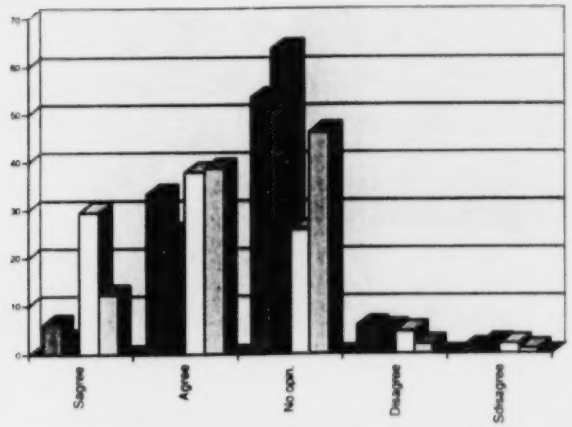


■Employee 1992 ■Employee 1996 □Student 1992 □Student 1996

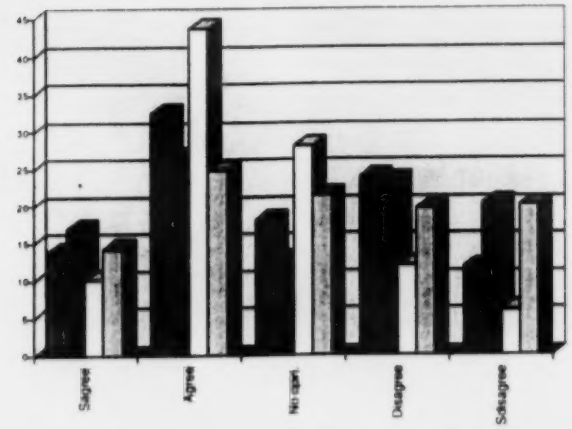
9. I have witnessed or experienced racial discrimination on the ENMU campus.



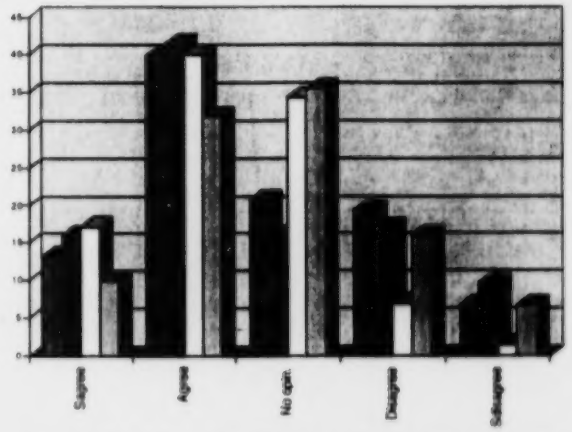
10. The living environment in university housing at ENMU promotes cross-racial/cultural interaction.



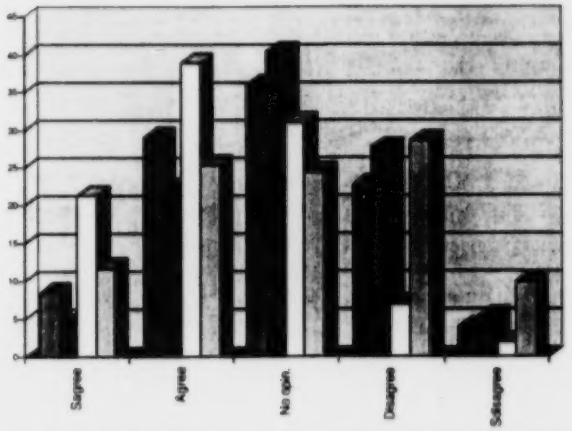
11. Each ENMU student should be required to take at least one ethnic course as part of their general studies requirement.



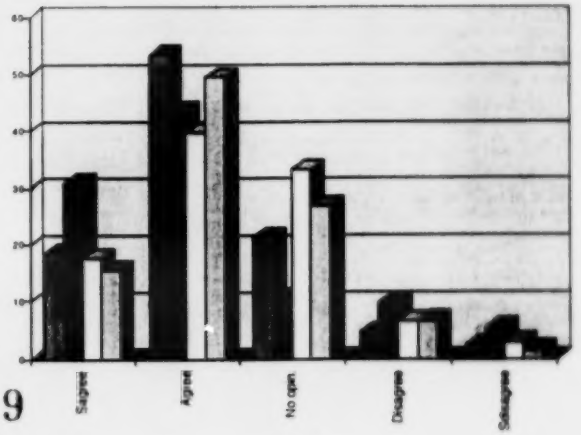
12. Programs are needed to sensitize ENMU students to racial issues.



13. There is a lack of communication among students of different races/nationalitites at ENMU.

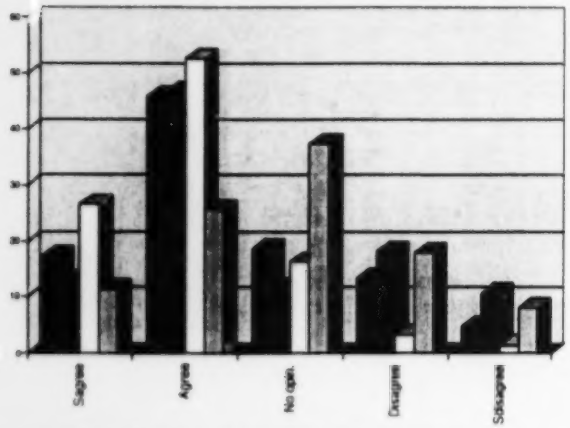


14. It is important for courses, whenever applicable, to include material or activities that represent multicultural perspectives.

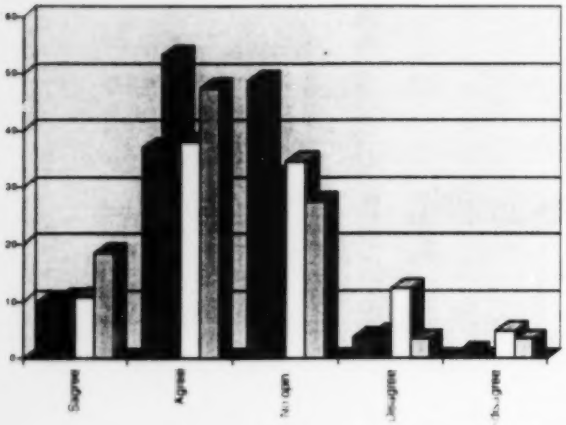


■Employee 1992 ■Employee 1996 □Student 1992 □Student 1996

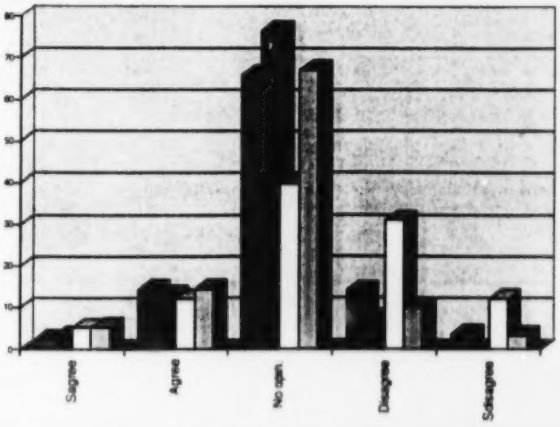
15. I would be interested in attending seminars, workshops, etc., designed to further my understanding of diverse ethnic or cultural groups.



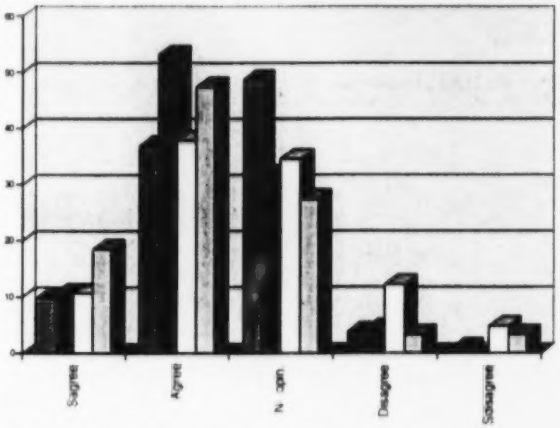
16. Most ENMU faculty promote the concept of racial equality in the classroom.



17. ENMU programs established to aid minority students are frequently viewed by minority students as being of little value.



18. The minority student experience differs greatly from that of the non-minority student at ENMU.



■Employee 1992 ■Employee 1996 □Student 1992 □Student 1996

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